**Phase IV Lesson Plan: “We Are The World”**

*Big Idea: How photography and video can be used*

*to impact a population and inspire change*.

Key Words and Ideas: United States, wealth, poverty, class, Dorothea Lange, photography, video, *Vine,* technology, change, action, media, contrast, impact, difference, the world, society, film, grain, desaturation, intent/content, silver-gelatin, digital, color, emphasis, composition, literacy, empathy, hope, authenticity, *Soles for Souls*

**Collaboration:**

This project will come together with the Arts Department colleagues and students on the stage at the assembly. Jessica McCaskill, band director, will lead the band in *Message on the Rock* with narration from famous presidents. Yvonne Payton-Davis, dance teacher, will have dance students create choreography to interpret lyrics to *Earth Song.* I will teach how photography and video can be used to impact a population and inspire change. A power point of original student artwork will be shown at the assembly while the band is playing *Message on the Rock.* Elsie Shuler, Chorus Director will perform *A Song of Peace*, lyrics written by a student from Charlotte Mecklenburg schools, demonstrating how students can effect change.

**Resources:**

Examples of photography by Dorothea Lange

Examples of photography and video portraying people of wealth and poverty throughout the United States and the World

Narration text from *Message on the Rock*

Information about the shoe donation program *Soles for Souls*

BYOD (bring your own device)—basic camera/app instruction

Instructional information for *Vine* app.

Stage make-up

Lighting

Costume design

**Literacy Standards:**

|  |
| --- |
| **Craft and Structure**  4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as  they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics.*  6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing  an experiment in a text. |
|  |
| **Integration of Knowledge and Ideas**  7. Integrate quantitative or technical information expressed in words in a text with a version of that  information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |

**Objectives:**

**North Carolina Essential Standards EIGHTH GRADE VISUAL ARTS**

Note on Numbering/Strands: **V** – Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

|  |  |  |  |
| --- | --- | --- | --- |
| **Visual Literacy** | | | |
|  | **Essential Standard** | **Clarifying Objectives** | |
| **8.V.1** | **Use the language of visual arts to communicate effectively.** | 8.V.1.1 | Use art vocabulary to evaluate art. |
| 8.V.1.2 | Apply the Elements of Art and Principles of Design in the planning and creation of personal art. |
| 8.V.1.3 | Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art. |
| 8.V.1.4 | Analyze the relationship between the Elements of Art and the Principles of Design in art. |
| **8.V.2** | **Apply creative and critical thinking skills to artistic expression.** | 8.V.2.1 | Create art that uses the best solutions to identified problems. |
| 8.V.2.2 | Apply observation skills and personal experiences to create original art. |
| 8.V.2.3 | Create original art that conveys one or more ideas or feelings. |
| **8.V.3** | **Create art using a variety of tools, media, and processes, safely and appropriately.** | 8.V.3.1 | Apply knowledge of safety and media to maintain and take care of the work space and art. |
| 8.V.3.2 | Use a variety of media to create art. |
| 8.V.3.3 | Evaluate techniques and processes to select appropriate methods to create art. |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Contextual Relevancy** | | | |
|  | **Essential Standard** | **Clarifying Objectives** | |
| **8.CX.1** | **Understand the global, historical, societal, and cultural contexts of the visual arts.** | 8.CX.1.1 | Understand the role of visual arts in North Carolina and the United States in relation to history and geography. |
| 8.CX.1.2 | Analyze art from various historical periods in terms of style, subject matter, and movements. |
| 8.CX.1.3 | Analyze the effect of geographic location and physical environment on the media and subject matter of art from NC and the United States. |
| **8.CX.2** | **Understand the interdisciplinary connections and life applications of the visual arts.** | 8.CX.2.1 | Compare personal interests and abilities to those needed to succeed in a variety of art careers. |
| 8.CX.2.2 | Analyze skills and information needed from visual arts to solve problems in art and other disciplines. |
| 8.CX.2.3 | Use collaboration to arrive at effective solutions to identified problems. |
| 8.CX.2.4 | Exemplify the use of visual images from media sources and technological products to communicate in artistic contexts. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Critical Response** | | | |
|  | **Essential Standard** | **Clarifying Objectives** | |
| **8.CR.1** | **Use critical analysis to generate responses to a variety of prompts.** | 8.CR.1.1 | Use convincing and logical arguments to respond to art. |
| 8.CR.1.2 | Critique personal art based on identified criteria. |

**Lesson Sequence:**

**Step1:** Introduce the artwork, historical relevancy, and content of Dorothea Lange. Discuss the pertinence of photography as an appropriate artistic method for the portrayal of the subject matter.

**Step2:** Introduce black and white photography, silver-gelatin prints, and digital photography, and videography

**Step3:** Lead discussion on the impact of photography and videography on society

**Step4:** Make students aware of the organization *Soles for Souls* and its effort to provide shoes to those who are barefoot.

**Step5:** Students will compare and contrast the content of Dorothea Lange’s photos with the mission of *Souls for Souls* in conjunction with the theme “We Are The World.”

**Step6:** Introduce the rule of thirds, relevant vocabulary, and suggestions for photographic devices that students have at their disposal, staging, lighting, editing, composition, and narrative

**Step7:** Distribute copies of the narration that accompanies *Message on the Rock* and the lyrics for *Song of Peace*. Students will analyze and interpret the content of these texts.

**Step8:** Lead discussion about how the texts apply within their own natural environment and how they see the effects of wealth and poverty in their communities as well as what could be done to educate or inspire others.

**Step9:** Have students generate ideas and thumbnail sketches whereby students will use original photography or videography to communicate their perceptions of wealth and poverty as a call for change.

**Step10:** Students will use their own devices in conjunction with school resources and materials to create one of the following:

1. Original black and white photographs taken in and around the community that demonstrate, recollect, enumerate, elaborate, emphasize, highlight, educate, compare, contrast, demand, investigate or inspire as it is related to peace, wealth, poverty, community, generosity, change, care, humanity, and self within the world.
2. Original staged photographs taken in or around the community or school using self as the subject matter. Photographs may reflect similarities to Dorothea Lange’s work but in a staged manner or may compare and contrast wealth and poverty as is perceived by the student. (i.e. a student may dress and apply stage makeup to look extremely impoverished or wealthy to deliver a poignant and dramatic message where the student self is at the center of the imagined reality).
3. Original silent videography through *Vine* or other video format in which the ideals, main ideas, and values discussed in this unit become apparent for others and whereby emotive response and intellectual discussion can be extracted.

**Step11:** Students will compare their artworks with the narrative text accompanying *Message on the Rock* and determine an appropriate and/or logical order of student videos and photographs to appear in a slideshow that will accompany the band’s performance and narration.